

NCES DOVE UPDATE

DATA ON VOCATIONAL EDUCATION

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A QUARTERLY NEWSLETTER FOR THE NCES TECHNICAL REVIEW PANEL (TRP) ON VOCATIONAL EDUCATION



DEVELOPING CTE INDICATORS

At our annual meeting on July 26–27, 2005, DOVE TRP members agreed that it would be useful to develop a set of key indicators for career and technical education (CTE), which could be posted on the NCES DOVE website, updated on an ongoing basis as soon as new data were available, and form the basis for future publications of *Vocational Education in the United States*. A list of proposed indicators for which data are currently available follows. Although the indicators are generally expressed as “numbers,” we would provide corresponding “percentages” in some cases. We would also provide trend data where possible. This list may be revised as work on the indicators proceeds over the next several months. Indicators may be phased in based on their policy relevance.

I. Secondary Indicators

What Does the Delivery System Look Like?

- Number of middle and high schools offering CTE
- Number of high schools with a CTE focus
- Number of career/technical centers and high schools served by them
- Number of students enrolled, by school type

What Is Offered?

- Number of schools offering specific CTE programs
- Number of schools offering a career academy or constellation of similar activities

Who Participates and What Do They Take:

- Number of students participating in CTE, by selected participation measures
- Characteristics of students participating in CTE, including by urbanicity, gender, race/ethnicity, etc.

Who Teaches CTE and How?

- Number and characteristics of CTE teachers, by school type
- Prevalence of selected instructional strategies and teaching conditions
- Teacher vacancies

What Is Accomplished?

- Outcomes by participation in high school CTE, including graduation, postsecondary enrollment, immediate labor market entry, and earnings

II. Postsecondary/Adult Indicators

What Does the Delivery System Look Like?

- Number of postsecondary institutions offering CTE, by institution type
- Number of students majoring in CTE, by institution type

- Prevalence of adult participation in work-related education, including noncredit postsecondary education

What Is Offered?

- Number of institutions offering specific CTE credentials, by institution type

Who Participates and What Do They Take:

- Number of students reporting different CTE majors, by credential type
- Characteristics of students majoring in CTE

Who Teaches CTE and How?

- Number and characteristics of CTE faculty, by institution type
- Prevalence of selected instructional strategies and teaching conditions

What Is Accomplished?

- Number of credentials awarded in different CTE fields, by institution and credential type
- Postsecondary persistence and attainment
- Labor market outcomes, including labor market status, occupations, and earnings, by credential type

VOCED FAST FACT

ADULT WORK-RELATED EDUCATION

In 2000–01, 47 percent of adults who were aged 25 to 64 and were in the labor force had engaged in some form of work-related education. Among these participants, the most common type of work-related activity involved training courses (with about 80 percent of participants engaged in this type of activity), followed by postsecondary courses and programs (with 19 and 16 percent, respectively, so engaged). No more than 3 percent of work-related education participants took any of the following: basic education classes, apprenticeship programs, and credential training programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Labor Force Participation in Formal Work-Related Education in 2000–01, NCES 2005-048, by Lisa Hudson, Rajika Bhandari, Katharin Peter, and David B. Bills. Washington, DC: September 2005.



UPCOMING TRP MEETINGS

A couple of Technical Review Panel (TRP) meetings for specific NCES surveys are coming up soon, including the Beginning Postsecondary Students (BPS) TRP on September 22–23, and the National Survey of Postsecondary Faculty (NSOPF) TRP on October 17–18. DOVE TRP members will attend both meetings. The Education Longitudinal Study (ELS) TRP was held on August 30–31. We will distribute notes from this meeting later in the month.

Questions or comments about this publication? Contact Lisa Hudson at 202.502.7358 or Karen Levesque at 510.849.4942.

NCES DOVE website: <http://nces.ed.gov/surveys/dove>

DOVE TRP website: <http://dovetrp.mprinc.com>